

Opportunities to Support Early Learning in the Every Student Succeeds Act

Use this handout at a meeting on early learning with community members, or to support early learning as an ESSA school improvement strategy



ESSA & Early Learning

- High-quality intervention and education that begins in the first five years and is maintained through the early elementary years can combat achievement gaps that might otherwise begin before children enter kindergarten and sustain as they move throughout K-12.
- Under ESSA, several sources of funding can be applied to early learning, including:
 - facilities (classrooms, school spaces)
 - educator development and support
 - innovative learning strategies for English learners and children with disabilities
 - improved data systems for young learners
 - expanded access to high-quality early learning opportunities
 - improved transitions into kindergarten
 - engagement of families and community members (check out Title IV Child-Parent Centers! talk to your principal to get more information)
- Many school districts provide early learning directly, and all districts can partner with local early learning providers to share information about children and families, align standards and expectations, coordinate professional development and supports, and implement systems that support the transition into kindergarten.

More Resources:

- [What Early Learning in ESSA Can Look Like for States and Districts from the First Five Years Fund at ffyf.org/resources](#)
- [School Improvement Starts Before School and School Improvement: Don't wait until third grade, blogs by Elliott Regenstein from the Ounce of Prevention Fund. More resources at theounce.org](#)

Building Bridges from Birth to K-12

- Creating an aligned system of supports for children and families across the early years and grades means supporting families and young children through not only access to childcare and early learning, but also through connection to K-12 public education systems that make sense.
- **All families — including those with young children — are affected by ESSA, and therefore all families can and should be involved in the process of improving schools.**

